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ABSTRACT

The Chapter 1 Reading Program of the Columbus, Ohio public schools provided assistance to selected underachieving students in grades one through eight in order that they might attain more fully their potential for and improvement of language and skills. The program featured small group instruction arranged according to pupil needs. The program provided service to a total of 4730 pupils in 83 public elementary schools, 26 public middle schools, and 7 nonpublic schools. Evaluation data included results of standardized tests and locally constructed instruments. Results indicated that the three desired outcomes were met: (1) 59.8% of 1612 pupils in an evaluation sample gained 3.0 or more normal curve equivalent (NCE), with an average gain of 5.9 NCE; (2) 91.9% of 1652 pupils in an evaluation sample were promoted to the next grade or passed their target courses; and (3) parents of 90.8% of the 1665 pupils participated in one or more specified parent involvement activities. Recommendations include: the reason for the small sample size should be determined; the strong support system provided by program administrators and coordinators should be continued; and planning at the building level should insure time for joint planning between program and classroom teachers. (Seventeen tables of data are included; two tables of data and various instruments are attached.) (RS)

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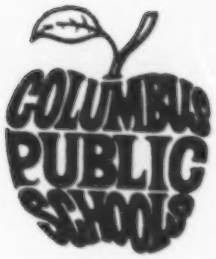
Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CHAPTER 1 READING PROGRAM

1990-91



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Elementary and Secondary Education Act—Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CHAPTER 1 READING PROGRAM
1990-91

ABSTRACT

Program Description: The Chapter 1 Reading Program served 4730 pupils. Funding of the component was made available through the Elementary and Secondary Education Act—Chapter 1 of Title I of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988. One full-time teaching position was funded by the school system's general fund, but Chapter 1 guidelines were followed in all teaching units.

The purpose of the Chapter 1 Reading Program was to provide assistance to selected underachieving pupils in grades one through eight in order that they might attain more fully their potential for and improvement of language and reading skills. The program featured small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Various subgroups of program teachers were provided with a total of 13 inservice sessions.

The program provided service to 83 public elementary schools, 26 public middle schools, and seven nonpublic schools. Because public school program teachers were funded 80% by Chapter 1 funds and 20% by the school district's general fund, they were called Chapter 1 Consulting Teachers. Several different service patterns were devised in order to schedule Chapter 1 instruction for 80% of the teacher's time. Program teachers in the nonpublic schools served as full-time Chapter 1 teachers.

Time Interval: For evaluation purposes, the program started on September 17, 1990, for all grades except grade 1 which began September 24, 1990. For evaluation based on standardized test data the time interval ended March 28, 1991. This provided a maximum of 116 possible days of instruction for grade 1, or 121 days for grades 2-8. An additional 20 school days (through May 3, 1991) were included in the time interval for evaluating Desired Outcomes not based on standardized test data. Each Desired Outcome had a pupil attendance criterion of attending 80% of available program days for inclusion in the sample.

Activities: Program teachers provided small group instruction to strengthen reading skills. Consultation with classroom teachers and parents was also emphasized in order to provide for individual pupil needs.

Desired Outcomes: Desired Outcome 1 stated that at least 50% of the pupils in the evaluation sample—those who met the attendance criterion or were discontinued, were English-speaking, and had a valid pretest-posttest score for Total Reading (basic skills)—would gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period. Desired Outcome 2 stated that at least 50% of pupils who met the treatment group attendance criterion would be promoted to the next grade (grades 1-5) or pass their regular reading courses (grades 6-8). Desired Outcome 3 stated that parents of at least 75% of pupils who met the treatment group attendance criterion would participate in one or more specified parent involvement activities during the 1990-91 school year.

Evaluation Design: The Evaluation Design included the three Desired Outcomes stated above and the instruments used to measure them. Desired Outcome 1 was evaluated through the administration of the Comprehensive Tests of Basic Skills, (CTBS, 1981) with the exception of grades 1 and 2, which received the Metropolitan Achievement Tests, Sixth Edition (MAT6). Analyses of the pretest to posttest data were primarily in terms of NCE change scores and percentages of pupils by grade meeting criterion for the NCE point gain of 3.0. The other desired outcomes were evaluated by means of locally constructed instruments and/or the district computer files.

Major Findings: The information collected on the Pupil Data Sheets indicated the program served 4730 public and nonpublic pupils for an average of 3.0 hours of instruction per week. The average daily membership in the program was 3666.9 pupils. The average days of enrollment per pupil was 89.5 days and the average attendance per pupil was 75.2 days. The attendance criterion was met by 1665 pupils, which was 35.2% of the 4730 pupils served.

Desired Outcome 1, that at least 50% of pupils (grades 1-8) in the evaluation sample gain 3.0 or more NCE points on the Total Reading score (basic skills), was attained. Of the 1612 pupils in the sample, 59.8% (964 pupils) made the requisite gain. The average gain for Total Reading across grades was 5.3 NCE points. At the individual grade level, all grades except grades 1, 6, and 8 met the criterion.

Additional analyses of aggregate achievement scores for Reading Comprehension (advanced skills) for grades 2-8 showed that in a sample of 1508 pupils the average gain across grades was 5.9 NCE points. At the individual grade level, only grades 6 and 8 did not achieve a positive change in NCE points. Positive changes in the other grades ranged from 0.8 to 11.3 NCE points.

Desired Outcome 2 was that at least 50% of pupils meeting the treatment group attendance criterion would be promoted to the next grade (grades 1-5) or pass their regular reading courses (grades 6-8). This Desired Outcome was met at every grade level. Of the 1652 pupils in this treatment group 91.9% (1519 pupils) were promoted or passed their target courses.

Desired Outcome 3 stated that parents of at least 75% of treatment group pupils would participate in one or more specified parent involvement activities. This Desired Outcome was met at every grade level, with parents of 1512 (90.8%) of the 1665 pupils in this treatment group participating in the desired activities.

Positive ratings were given by program teachers to Chapter 1 inservice sessions in which they participated. All items on the inservice evaluation instrument received average overall ratings of 4.4 or above on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

Process evaluation was conducted to monitor the record-keeping procedures of teachers. Telephone conferences, on-site visitation, and inspections of records during inservice meetings were instrumental in assuring accuracy.

Recommendations: The following recommendations were made: (1) Since only 1612 pupils of the 4730 pupils served in the program were included in the evaluation sample for Desired Outcome 1, reasons for the small sample size should be determined, and ameliorated if possible; (2) continue the strong support system provided by program administrators and coordinators; (3) plan at the building level to insure time for joint planning between program and classroom teachers; (4) clarify to all program teachers the specialized term "Discontinued" (pupils moved from program because they no longer need it); and (5) implement process evaluation earlier in the school year.

Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CHAPTER 1 READING PROGRAM

1990-91

Program Description

The Chapter 1 Reading Program served 4730 pupils. Funding of the component was made available through the Elementary and Secondary Education Act--Chapter 1 of Title I of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988. One full-time teaching position was funded by the school system's general fund, but Chapter 1 guidelines were followed in all teaching units.

The primary program goal of the Chapter 1 Reading Program was to provide intervention services to small groups of low achievers. This was to be accomplished by program teachers by: (1) providing direct instruction in reading to small groups of identified students, (2) coordinating Chapter 1 reading instruction with regular classroom teachers in grades 2-5 or 6-8 in the public school projects and in grades 1-8 in the nonpublic school project, (3) evaluating student progress, (4) maintaining student progress records, (5) communicating with professional staff and Chapter 1 parents, (6) participating in inservice sessions, and (7) following all Chapter 1 guidelines. Regular consultation among program teachers, classroom teachers, and parents was to occur regularly to assure implementation of this primary goal (ESEA Chapter 1 FY-91 Program Application, 1990).

This year the Chapter 1 Reading Program replaced the Chapter 1 Compensatory Language Experience and Reading (CLEAR) program. The Chapter 1 CLEAR program had replaced and combined previous programs beginning in 1978-79 and went through several reorganizations until the 1989-90 school years.

The Chapter 1 Reading Program was staffed by 137 (unduplicated count) public and nonpublic teachers serving in 145 program units in 116 schools. One general fund teacher and her two schools were included in this census. Of the 116 schools with program units, 109 were in public schools and seven were in Chapter 1 eligible nonpublic schools. Of the 109 public schools, 83 were elementary and 26 were middle. The Nonpublic Project served grades 1-8.

Of the 137 teachers in the total program, 95 were public elementary school teachers (including the one general fund teacher), 36 were public middle school teachers, and six were nonpublic school teachers. Since some teachers were assigned to two schools, the 137 teachers taught in a total of 145 program units. Of these, 100 units were in public elementary schools (including two general fund program units), 38 units were in public middle schools, and seven program units were in the Nonpublic Project schools (grades 1-8).

Thirty-five (an unduplicated count) of the 137 Chapter 1 Reading Program teachers were combination teachers i.e., Combos. For this report, to be considered a Combo teacher, the teacher had to be assigned both reading and

mathematics at the same school. For definition purposes, teaching mathematics at one school and reading at another site made the teacher a half-time reading or a half-time mathematics teacher--not a Combo. Combos served in both the reading program and in the mathematics program at the same school. Evaluation of the mathematics program is reported separately (Gibbons, 1991).

Because public school program teachers (both elementary and middle school) were funded 80 percent by Chapter 1 funds and 20 percent by the district's general fund, they were called Chapter 1 Consulting Teachers.

According to the application, the elementary public school Chapter 1 Consulting Teachers were to provide instruction to a maximum of 33 pupils during the day, four times a week, for a period of 40-60 minutes. This was the prevailing pattern of service; however, other patterns were in evidence (Patterns of Service Delivery are discussed later in this report beginning on page 3). Instruction took place in their regular classrooms or in rooms equipped as language laboratories. One full-time general-fund teacher was assigned two schools in this project. The two general fund program units represented an expansion of the Chapter 1 program which was funded from the Columbus Public School's general fund. All Chapter 1 guidelines for these two classroom units were in effect. The data for this teacher's program units were subsumed in the elementary school data for this report.

At the middle school level in the public schools, selection criteria and desired outcomes were the same as for the elementary project. However, the Chapter 1 Consulting Teachers at the middle school level were to instruct reading to a maximum of 40 pupils per day, in groups of 5-7, for approximately 40 minutes per day.

The Chapter 1 Nonpublic Project teachers (elementary and middle school) were funded 100 per cent by Chapter 1 funds and provided instruction individually, or in groups of four, to pupils five times per week, for 45 minute periods. They provided service off church property in mobile classroom units. Because Nonpublic Project teachers were Columbus school employees and were part of the Chapter 1 Reading Program, they followed ESEA Chapter 1 guidelines.

The Chapter 1 Reading Program served a total of 4730 pupils. Of the 4730 total, 3281 pupils (grades 2-5) were served in the elementary public school project and 1298 pupils were served in the public middle school project. The Nonpublic Project schools served 151 pupils in grades 1-8.

A further breakdown of the pupil census showed that at the primary level (grades 1-3), a total of 2187 public and nonpublic school pupils received service. At the intermediate level (grades 4-5), a total of 1210 public and nonpublic school pupils received service; and at the middle school level, (grades 6-8) a total of 1333 public and nonpublic school pupils were served.

Evaluation Design

Desired Outcomes

Three Desired Outcomes (performance objectives) to be achieved by program pupils were delineated for the Chapter 1 Reading Program as follows:

Desired Outcome 1: At least 50 percent of the pupils in the evaluation sample (those pupils who had valid pretest and posttest measures, were English-speaking, and attended the program at least 80 percent of the instructional period or were Discontinued) will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. Gain will be measured by a nationally standardized achievement test.

Norm-referenced test data for Total Reading performance are reported for grades 1-8 as required in Desired Outcome 1. In addition, federal guidelines require that aggregate test data be reported for grades 2 and above for both Total Reading and Reading Comprehension for individual buildings. To fulfill this requirement, Reading Comprehension test data are reported in the findings section of this report for grades 2-8.

Desired Outcome 2: Annually at least 50 percent of the pupils in the treatment group (those pupils who attended the program at least 80 percent of the instructional period or were Discontinued) will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level at the elementary level or by passing the course in which reading instruction occurs at the middle school level. At the middle school level only pupils who are enrolled in a reading course will be included.

Desired Outcome 3: Parents of a least 75 percent of Chapter 1 pupils in the treatment group (those pupils who attended the program at least 80 percent of the instructional period or were Discontinued) will participate by visiting the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1990-91 school year. Records of parent contacts and activities will be maintained by Chapter 1 teachers.

Program Timelines and Patterns of Service Delivery

Because all three Desired Outcomes defined the evaluation sample or the treatment group in terms of pupils who satisfied attendance requirements for the instructional period, the reader should be aware of the program timelines and the program teacher Patterns of Service Delivery in the public school Chapter 1 Reading Program.

The program time period for Desired Outcome 1 for evaluation purposes was 121 days beginning September 17, 1990, and ending March 28, 1991, for all grades and all projects except grade 1 in the Chapter 1 Nonpublic Project. For grade 1, the evaluation time period was 116 days and began September 24, 1990, and ended March 28, 1991. Analysis of pretest-posttest performance was contingent upon the pupil meeting the attendance criterion for inclusion in the evaluation sample for this outcome.

The program time period established for evaluating Desired Outcomes 2 and 3 was 141 days beginning September 17, 1990, for all grades--except grade 1 which started September 24, 1990--and ending May 3, 1991. The days of Spring Break (March 29 thru April 7, 1991) were not counted during this time period. Analyses of these two outcomes were contingent upon pupils meeting the attendance criterion delineated by the Desired Outcomes.

The program timelines were in effect for all pupils except for those who were discontinued. In order to discontinue a pupil, the program teacher had to follow criteria set forth by Federal and State Programs. Any child

discontinued following due process was automatically included in both treatment groups (regardless of their attendance).

Chapter 1 Consulting Teachers were funded 80 percent from Chapter 1 funds and 20 percent from the district's General Fund. General Fund time was not used for Chapter 1 pupils. Because of this, the maximum number of scheduled days (enrollment) for pupils was dependent upon each teacher's Pattern of Service Delivery. Even though the program guidelines defined the program time period giving the maximum number of possible days, each teacher's pattern of service dictated how many days would be counted as scheduled days for pupils in that unit.

At least three patterns of service delivery were in effect. The general operating rule for program teachers was for them to schedule 80% of the pupil week or day for compensatory instruction. This was accomplished in several ways:

- Of the 138 program units, 81.9% (113 units) had pupils scheduled 80% of each week for compensatory instruction, giving a 4-day service pattern for each pupil.

- Of the 138 program units, 11.6% (16 units) had pupils scheduled 80% of each day for compensatory instruction, giving a 5-day service pattern for each pupil.

- Nine program units, (6.4%) had pupils scheduled in other patterns of service.

This created some complications during data analyses because inclusion in the evaluation sample or treatment group of any desired outcome was tied to an attendance criterion of pupil attendance for 80 percent of the scheduled days of instruction. Data analyses incorporated these mixed patterns so that pupils were not kept out of the treatment group or the evaluation sample.

Instruments

The evaluation design provided for the collection of data in five areas of operation for the overall program. Copies of instruments used to collect the data are found in Appendix B, with the exception of the standardized achievement tests.

1. Pupil Census Instruments

   Calendar Worksheet for Recording Days of Pupil Attendance. The Calendar Worksheet was developed to help program teachers collect program service data. A Calendar Worksheet was kept for each pupil. The form included the following information: the pupil's name, birthdate, number, ethnic or race code, sex, grade level, and the selection Service Index Number. These forms were kept up-to-date by the program teachers so that correct information was available to report at the end of the year on the Pupil Data Sheet. These forms were examined periodically for process evaluation. See page 39 of Appendix B for copy of form.

Pupil Roster 1990-91. In February 1991, a computer-generated roster of pupils sorted by program, school, teacher's social security number, and student name within grade was sent to program teachers. They checked all names of pupils enrolled and served during the 1990-91 school year. If teachers taught in two or more compensatory programs, they completed a roster for each program (see page 40, Appendix B for a sample copy).

Pupil Data Sheet. The Pupil Data Sheet was developed to help program teachers summarize the pupil information from the Calendar Worksheets and summarize parent involvement from the Parent Involvement Log. This instrument was also used to collect the following information: identification of pupils who were English-speaking; subjective ratings of pupil progress given by teachers; the number of hours of instruction per week; identification of pupils who were Discontinued; data on whether a parent helped with homework or read to child or vice versa; an enumeration of five parent involvement activities; and lastly, the number of days of service received. A copy of the instrument can be found on page 41 of Appendix B.

2. Standardized Achievement Test Instruments

Comprehensive Tests of Basic Skills (CTBS, 1981). Except at the first and second grade (posttest for grade 2, see Table 1), program pupils were administered the Comprehensive Tests of Basic Skills (CTBS, 1981). This test series, which is published by CTB/McGraw-Hill, has empirical norms for fall and spring, established October 6-10, 1980, and April 27 to May 1, 1981.

Metropolitan Achievement Tests Sixth Edition (MAT6, 1985). First and second grade pupils were administered the Metropolitan Achievement Tests, Sixth Edition (MAT6, 1985), which is published by The Psychological Corporation/Harcourt Brace Jovanovich, Inc. This test series has two sets of norms (national and nonpublic) for fall and spring. Standardization was established between October 1 and 31 in 1984 for fall, and spring standardization was established between April 8 and May 15 in 1985.

All testing was done on level using the Norm-Referenced Model for evaluation of the Chapter 1 Reading Program. A spring-to-spring testing cycle was used for grades 2-8. A fall-to-spring cycle was used at grade one. The form, subtest, and test levels used for each grade level are shown in Table 1.

The achievement tests were administered as follows: Pretests and posttests for grades 2-8 were administered as part of Districtwide Testing in Spring 1990 and Spring 1991. Grade 2 pupils were tested twice--once to get a posttest score with the MAT6--and again, with the CTBS as part of Districtwide Testing to get a pretest score for the Spring 1992 cycle. Program teachers in the seven nonpublic schools (grades 1-8) administered their own pretests and posttests.

Table 1

Table of Standardized Achievement Measures
for Chapter 1 Reading Program
1990-91

Program Component	Grade	Pretest				Posttest			
		Test	Level	Form	Subtest(s)	Test	Level	Form	Subtest(s)
		Fall 1990				Spring 1991			
Elementary School Reading (Grade 1)	1	MAT6	PP	L	Reading[a]	MAT6	PR	L	Total Reading[b] (3 subtests)
		Spring 1990				Spring 1991			
	2	MAT6	PR	L	Total Reading	MAT6	P1	L	Total Reading[b]
Elementary						CTBS	D	V	Total Reading[c]
School Reading	3	CTBS	D	V	Total Reading[c]	CTBS	E	V	Total Reading
(Grades 2-5)	4	CTBS	E	V	Total Reading	CTBS	F	V	Total Reading
	5	CTBS	F	V	Total Reading	CTBS	G	V	Total Reading
Middle School	6	CTBS	G	V	Total Reading	CTBS	G	V	Total Reading
Reading	7	CTBS	G	V	Total Reading	CTBS	H	V	Total Reading
(Grades 6-8)	8	CTBS	H	V	Total Reading[d]	CTBS	H	V	Total Reading

Note. The CTBS Total Reading scores include the Vocabulary and Reading Comprehension subtests.

[a]The Reading Test measures Visual Discrimination, Letter Recognition, and Auditory Discrimination.

[b]Total Reading includes the Vocabulary, Word Recognition, and Reading Comprehension subtests.

[c]The CTBS Level D, Form V was administered to grade 2 pupils as part of the Districtwide Testing activity. This test will serve as a pretest for the 1991-92 school year for pupils who are promoted to grade 3.

[d]The CTBS grade 8 pretest was administered in Spring 1990 when pupils were in grade 7. It was a customized test that provided norm-referenced as well as criterion-referenced scores. The total reading score was estimated by the administration of Customized Form V. The customized tests were developed by Columbus Public Schools personnel in cooperation with CTB/McGraw Hill to match the Columbus Public Schools Graded Course of Study.

During Districtwide Testing, tests were administered by classroom teachers with program teachers serving as proctors. Pretesting for the Nonpublic Project grade 1 pupils occurred during the week of September 17-21, 1990; posttesting for all pupils occurred April 8-12, 1991.

3. Retainee/Course Failure Instruments

At the end of the year, information regarding retention was obtained from the district retention file for elementary pupils in grades 2-5. The course failure information for middle school pupils was obtained from the district grade reporting file for public school pupils in grades 2-8. This information was needed to determine the percentage of pupils meeting the criterion of Desired Outcome 2.

NP Retain/Fail Data Collection Printout. A locally developed instrument, NP Retain/Fail Data Collection Printout, was designed to collect the Nonpublic Project (grades 1-8) data. This printout was a roster of pupil names with a space for marking whether an elementary pupil was retained and for recording the final grade received by a middle school pupil in reading. Nonpublic school teachers consulted with each pupil's classroom teacher at the end of the year to determine which pupils were not promoted to the next grade in elementary school or failed to pass reading at the middle school level. This information was collected by program teachers and reported (via telephone) to the Department of Program Evaluation.

4. Parent Involvement Instruments

Parent Involvement Log. The Parent Involvement Log was a locally developed instrument designed to assist teachers in keeping a record of the number of parent contacts and teacher hours spent in these contacts. Teachers were asked to collect data for two activities which could occur anytime during the year: whether the parent helped the child with homework and whether the parent read to the child or the child read to the parent. Teachers were also asked to record how many parents were involved and how much time the teacher gave to the following five activities: involvement in planning, attendance at group meetings, individual conferences, parental classroom visits, and home visits (see page 42, Appendix B).

Pupil Data Sheet. This instrument, described earlier, was used by teachers to help summarize data from their Parent Involvement Logs. A copy can be found in Appendix B, page 41.

5. Inservice Evaluation Instruments

General Inservice Evaluation Form. The locally developed General Inservice Evaluation Form (see page 43, Appendix B) was designed to obtain teacher perceptions regarding each inservice session. The form was administered to participants at the close of inservice sessions held for Chapter 1 Consulting Teachers. A modified version of the form (see pages 44-45, Appendix B) was

used for the orientation meetings. Dates and topics of inservice meetings conducted by Chapter 1 in which Chapter 1 Consulting Teachers participated are shown in Table 2.

In addition to the types of data specified in the evaluation design, data from process evaluation were obtained and findings are discussed later in this report.

Major Findings

The Chapter 1 Reading Program was structured to serve elementary (grades 2-5) and middle school pupils (grades 6-8) in the public schools and grades 1-8 in the nonpublic schools. The Nonpublic Project (NP) and the public school project achievement data were generally aggregated as a single entity for reporting purposes in the results section of this report. The same Desired Outcomes were expected from both public and nonpublic projects. An overview of evaluation results for the three Desired Outcomes is provided in Table 17 on page 32.

Pupil Census Information

A total of 4730 pupils, including 4579 pupils in public schools (grades 2-8) and 151 in nonpublic schools (grades 1-8), was served by the ESEA Chapter 1 Reading Program during the 1990-91 school year for an average of 3.0 hours of instruction per week. Of the 4730 pupils, 3397 were in grades 1 through 5 and 1333 attended middle schools. The 151 nonpublic elementary and middle school pupils' enrollment and attendance data were subsumed in the public school data.

The average daily membership in the overall program was 3666.9 pupils. The average days scheduled (enrollment) per pupil was 89.5 days, and the average days served (attendance) per pupil was 75.2 days. Data pertaining to enrollment and attendance are presented in Table 3.

Pupil census information also included teacher subjective ratings of pupil progress as pupils exited the program. Of the 4730 pupils served in the program 1177 (24.9%) were rated by their program teachers as making much progress, 3032 (64.1) as making some progress, and 521 (11.0%) as making no progress. For number and percent of public and nonpublic pupils served who received a given subjective rating of progress by program teachers, see Table 4, which shows progress by project, and Table 5, by grade and instructional levels. The percents of pupils rated in the highest of three progress categories were as follows for the three instructional levels: primary, 26.4%; intermediate level, 26.0%; and middle school, 21.3%. The three subjective progress categories included the following descriptors: Much, Some, and None. As the tables show, teachers felt that of the 4730 pupils served, 4209 pupils (89.0%) made some or much progress.

Standardized Achievement Test Information

Program pupils were included in either or both of two evaluation samples. One was comprised of pupils who met the attendance criteria or were discontinued, were English speaking, and had a valid Total Reading pretest and posttest score. The second was comprised of pupils who met the attendance

Table 2

Dates and Topics of Inservice Meetings Conducted
for Public and Nonpublic Teachers in the
Chapter 1 Reading Program
1990-91

Date	Title of Inservice	Elementary (Grades 2-5)	Middle (Grades 6-8)	Nonpublic (Grades 1-8)
August 30 and September 4	Orientation for the 1990-91 School Year	X		
August 31	Orientation for the 1990-91 School Year		X	
September 4	Orientation for the 1990-91 School Year			X
September 11 and September 12	Chapter 1 Instruction	X		
November 7 and 8	Early Strategies	X		
November 20	CBE Reading Materials		X	
November 27, 28 and 29	Holt Materials	X		
March 12, 15, 18, 20, 21, 22, 26 and 27	Guided Reading and Focused Observation	X		
March 22	Writing Process and Computer Take-Home Program			X
April 15	Teaching for Strategies		X	

(table continues)

Table 2 (Continued)

Dates and Topics of Inservice Meetings Conducted
for Public and Nonpublic Teachers in the
Chapter 1 Reading Program
1990-91

Date	Title of Inservice	Elementary (Grades 2-5)	Middle (Grades 6-8)	Nonpublic (Grades 1-8)
April 15	Adolescent Literature		X	
April 16	Working With the Low Reader		X	
April 17, 19, 22 and 26	Whole Language Strategies and Theme Unit Planning for HMRLA	X		
Total Number of Inservice Sessions Provided For Each Group of Program Personnel		6	5	2

Table 3

Number of Public and Nonpublic School Pupils Served; Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week Reported by Grade Level for Chapter 1 Reading Programs 1990-91

Grade	Pupils Served			Average			
	N	Girls	Boys	Days Scheduled[a]	Days Served[b]	Daily Membership[c]	Hours of Instruction per Pupil per week
1	31	19	12	121.7	108.4	27.7	3.5
2	1085	479	606	82.8	71.6	781.0	3.0
3	1071	465	606	91.6	79.8	850.6	3.0
4	628	295	333	90.6	77.2	488.3	3.0
5	582	246	336	90.0	76.0	450.1	3.0
6	541	224	317	95.4	76.1	440.1	2.9
7	567	245	322	90.1	72.2	449.0	2.9
8	225	92	133	87.6	63.9	180.1	2.9
Total	4730	2065	2665	89.5	75.2	3666.9	3.0

[a]Days scheduled included days the pupils were scheduled and NOT served as well as days pupils WERE served. Scheduled days for grade 1 began September 24, 1990, and for grades 2-8 September 17, 1990. Scheduled days ended for all projects on May 3, 1991.

[b]Days served were days pupils actually received instruction.

[c]Average Daily Membership was dependent on the Pattern of Service Delivery used by individual teachers.

Table 4

Number and Percent of Pupils Served Who Received a Given Subjective Rating of Progress by Program Teachers by Project 1990-91

Project	Pupils Served	Descriptors of Amount of Progress					
		Much		Some		None	
		N	%	N	%	N	%
Public Elementary							
Grades 2-5	3281	855	26.1	2123	64.7	303	9.2
Nonpublic Project							
Grades 1-8	151	55	36.4	90	59.6	6	4.0
Public Middle School							
Grades 6-8	1298	267	20.6	819	63.1	212	16.3
Totals	4730	1177	24.9	3032	64.1	521	11.0

Table 5

Number and Percent of Pupils Served Who Received a Given Subjective Rating of Progress by Program Teachers by Grade and Instructional Category 1990-91

Grade	Pupils Served	Descriptors of Amount of Progress					
		Much		Some		None	
		N	%	N	%	N	%
1	31	15	48.4	15	48.4	1	3.2
2	1085	294	27.1	676	62.3	115	10.6
3	1071	269	25.1	716	66.9	86	8.0
Primary Subtotal 1-3	2187	579	26.4	1407	64.3	202	9.2
4	628	150	23.9	414	65.9	64	10.2
5	582	165	28.4	374	64.3	43	7.4
Intermediate Subtotal 4-5	1210	315	26.0	788	65.1	107	8.8
6	541	121	22.4	342	63.2	78	14.4
7	567	117	20.6	358	63.1	92	16.2
8	225	46	20.4	137	60.9	42	18.7
Middle School Subtotal 6-8	1333	284	21.3	837	62.8	212	15.9
Total	4730	1177	24.9	3032	64.1	521	11.0

criteria or were discontinued, were English-speaking, and had a valid Reading/Oral Comprehension pretest and posttest score. Some pupils might have met the criteria for only one evaluation sample. Norm-referenced test data for Total Reading are reported for grades 1-8 as required in Desired Outcome 1. However, federal guidelines require that aggregate test data be reported for grades 2 and above for both Total Reading (Basic Skills) and Reading Comprehension (Advanced Skills) for individual buildings. Reading Comprehension test data for grades 2-8 are, therefore, also reported in this section of this report.

Of the 4730 pupils served, 24 (0.5%) were non-English speaking. An additional 3118 were excluded from the Total Reading analyses due to incomplete test data and/or non-attainment of the attendance criterion. The final evaluation sample for the Total Reading analyses was comprised of the remaining 1612 pupils, which was 34.1% of the 4730 pupils served. Of the 4730 pupils served, the non-English speaking as well as an additional 3222 pupils were excluded from the Reading/Oral Comprehension analyses due to incomplete test data and/or non-attainment of the attendance criteria. The final evaluation sample for the reading comprehension analyses was comprised of the remaining 1508 pupils which was 31.9% of the 4730 pupils served.

Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement since they provide comparative information in equal units of measurement. In the following narrative the Total Reading (Basic Skills) test results from the grade 1-8 evaluation sample are discussed. Following that the Reading/Oral Comprehension (Advanced Skills) evaluation sample results are discussed.

Evaluation of basic skills. The grade 1-8 evaluation sample for Total Reading showed a total of 1612 public and nonpublic school pupils. Of the 1220 pupils in the elementary (grade 1-5 sample), 797 were in the primary groups and 423 were in the intermediate group. The middle school sample had a total of 392 pupils.

Data for normal curve equivalents (NCEs) for the 1612 pupils in the grade 1-8 evaluation sample for Total Reading are presented in Table 6. To meet the desired outcome for basic skills, at least 50% of the pupils had to gain at least 3.0 NCE points between pretest and posttest. The percent of pupils in grades 1-8 who met this criterion change score was 59.8%, thus Desired Outcome 1 was met for the overall program. The overall average gain for the program was 5.3 NCEs. Individual grades meeting the desired outcome were grade 2 (60.9%, average NCE 6.1), grade 3 (70.4%, average NCE 8.8), grade 4 (59.7%, average NCE 3.9), grade 5 (55.6%, average NCE 4.5) and grade 7 (60.0%, average NCE 4.3). The desired outcome was not met in grade 6 (42.7, average NCE 0.7) or grade 8 (36.4%, average NCE -2.0).

It should be kept in mind that NCEs are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. For readers interested in percentile statistics, see Tables 18 and 19 in Appendix A (pages 36-37).

Table 6

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCEs) and Percent of Pupils Meeting Performance Criterion[a] for the Public and Nonpublic School Chapter 1 Reading Program in Total Reading Performance Reported by Grade Level
1990-91

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Performance Criterion[a]	
											N	%
1	18	6.7	59.9	29.6	14.7	1.0	69.3	30.0	17.6	0.4	7	38.9
2	320	1.0	99.0	22.9	14.0	1.0	77.0	29.0	13.9	6.1	195	60.9[b]
3	459	1.0	61.0	25.3	11.4	1.0	68.0	34.1	11.5	8.8	323	70.4[b]
4	216	1.0	62.0	28.9	9.3	1.0	68.0	32.8	11.5	3.9	129	59.7[b]
5	207	1.0	46.0	29.1	9.5	1.0	68.0	33.5	10.8	4.5	115	55.6[b]
6	157	1.0	43.0	28.5	7.7	1.0	53.0	29.2	9.3	0.7	67	42.7
7	180	1.0	41.0	29.0	8.4	5.0	63.0	33.2	10.8	4.3	108	60.0[b]
8	55	3.0	39.0	27.3	8.3	1.0	46.0	25.3	12.1	-2.0	20	36.4
Total	1612			26.6	11.1			31.9	12.0	5.3	964	59.8[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

Table 7 contains data related to the changes in NCE scores by grade for the three ranges: (a) No improvement in NCE scores (less than 0.5), (b) some improvement in NCE scores (0.5 to 2.9) and (c) substantial improvement in NCE scores (3.0 or more). The data indicate that of the 1612 public and nonpublic school pupils, 1074 (66.6%) pupils made gains in NCE scores. This means that 66.6% of the pupils in the grade 1-8 evaluation sample for Total Reading progressed at a rate that was greater than normal for them. More specifically, 964 (59.8%) made substantial improvement and 110 (6.8%) made some improvement in NCE scores, while 538 pupils (33.4%) of the evaluation sample made no improvement in NCE performance.

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Table 8 presents the average NCE growth by instructional levels--primary, intermediate, middle. At the primary level, the average NCE change across grades was 7.5 NCEs, with 65.9% (525 pupils of the 797 pupils in the primary level) of pupils meeting the criterion gain of 3.0 or more NCEs. At the intermediate level, the average NCE change across grades was 4.2 NCEs, with 57.7% (244 pupils of the 423 pupils in the intermediate level) of pupils meeting the criterion. At the middle school level the average NCE change was 2.0, and the percent of pupils meeting the criterion gain of 3.0 or more NCEs was 49.7% (195 pupils of the 392 pupils at the middle school level) .

Table 9 displays results for the grade 1-8 evaluation sample of 1612 pupils, in regard to numbers and percents of pupils by instructional level who evidenced no improvement, some improvement, and substantial improvement, as previously defined. The data indicate that 72.3% of the primary pupils, 63.1% of the intermediate pupils, and 58.9% of the middle school pupils made some or substantial improvement in NCE scores. Positive gains in the primary level included 65.9% who made substantial improvement and 6.4% who made some improvement. Positive gains in the intermediate level group included 57.7% who made substantial improvement and 5.4% who made some improvement. Positive gains in the middle school included 49.7% making substantial improvement, and 9.2% making some improvement. Of the 1612 pupils in the basic evaluation sample, 538 pupils (33.4%) made no improvement.

It is interesting to contrast teacher assessment of progress, again, at this point. The percents of pupils rated in the highest (much progress) of three subjective progress categories were as follow for the three instructional levels: primary, 26.4%; intermediate level, 26.0%; and middle school, 21.3%. The three progress categories included the following descriptors: Much, Some, and None.

Evaluation of advanced skills. A census of the grade 2-8 evaluation sample for Reading/Oral Comprehension showed a total of 1508 public and nonpublic school pupils. Of the 1122 pupils in the elementary (grades 2-5) evaluation sample, 697 were in the primary level and 425 were in the intermediate level. The middle evaluation sample had a total of 386 pupils.

Overall results for normal curve equivalents for the 1508 pupils in the grade 2-8 evaluation sample for Reading/Oral Comprehension are presented in Table 10. Aggregate achievement scores for individual buildings were reported to the State of Ohio Department of Education, Division of Federal Assistance, and are available on request. For purposes of this report, only the average NCE Reading/Oral comprehension scores by grade and Total program are reported

Table 7

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Change Categories for the Public and Nonpublic School Chapter 1 Reading Program in Total Reading Performance Reported by Grade
1990-91

Grade	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
1	18	10	55.6	1	5.6	7	38.9
2	320	109	34.1	16	5.0	195	60.9
3	459	102	22.2	34	7.4	323	70.4
4	216	74	34.3	13	6.0	129	59.7
5	207	82	39.6	10	4.8	115	55.6
6	157	73	46.5	17	10.8	67	42.7
7	180	58	32.2	14	7.8	108	60.0
8	55	30	54.5	5	9.1	20	36.4
Totals	1612	538	33.4	110	6.8	964	59.8

Table 8

Minimum, Maximum, and Average of the Pretest and Posttest Normal Curve Equivalents (NCEs) and Percent of Pupils Meeting Criterion[a] for the Public and Nonpublic School Chapter 1 Reading Program in Total Reading Performance Reported Across Primary, Intermediate, and Middle School Levels
1990-91

School Level	Pupils in Sample	Pretest			Posttest			NCE Change		
		Min.	Max.	Average NCE	Min.	Max.	Average NCE	Overall Average Change	Pupils Meeting Performance Criterion[a]	
									N	%
Primary										
Grades 1-3	797	1.0	99.0	24.4	1.0	77.0	32.0	7.5	525	65.9[b]
Intermediate										
Grades 4-5	423	1.0	62.0	29.0	1.0	68.0	33.1	4.2	244	57.7[b]
Middle School										
Grades 6-8	392	1.0	43.0	28.5	1.0	63.0	30.5	2.0	195	49.7
Grand Totals	1612	1.0	99.0	26.6	1.0	77.0	31.9	5.3	964	59.8[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

Table 9

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Change Categories for the Public and Nonpublic School Chapter 1 Reading Program in Total Reading Performance Reported Across Primary, Intermediate, and Middle School Levels 1990-91

School Level	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
Primary							
Grades 1-3	797	221	27.7	51	6.4	525	65.9
Intermediate							
Grades 4-5	423	156	36.9	23	5.4	244	57.7
Middle School							
Grades 6-8	392	161	41.1	36	9.2	195	49.7
Totals	1612	538	33.4	110	6.8	964	59.8

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Table 10

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCEs) and Overall Average NCE Change for the Public and Nonpublic School Chapter 1 Reading Program in Reading/Oral Comprehension Performance Reported by Grade Level
1990-91

Grade	Pupils in Sample	Pretest				Posttest				Overall Average NCE Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
2	325	1.0	81.1	24.1	15.0	1.0	78.2	33.0	14.8	8.9
3	372	1.0	76.0	26.9	12.6	2.0	75.0	38.2	11.6	11.3
4	218	1.0	62.0	33.5	10.2	1.0	63.0	34.3	13.1	0.8
5	207	1.0	53.0	30.2	13.0	11.0	62.0	35.6	9.9	5.4
6	157	11.0	48.0	30.7	8.2	2.0	66.0	30.3	10.1	- 0.4
7	180	2.0	43.0	28.7	8.8	13.0	62.0	33.5	11.4	4.8
8	49	12.0	45.0	27.1	10.1	2.0	47.0	22.6	13.6	- 4.6
Total	1508			28.3	12.4			34.3	12.7	5.9

here. The overall average gain for the program was 5.9 NCEs. In regard to individual grades, only grades 6 and 8 showed no positive change. Positive changes occurred in grade 2 with an average gain of 8.9 NCEs; in grade 3 with an average gain 11.3 NCEs; in grade 4 with an average 0.8 NCE point gain; in grade 5 with an average gain of 5.4 NCEs; and in grade 7 with an average gain 4.8 NCEs.

It should be kept in mind that NCEs are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. For readers interested in percentile statistics, see Tables 18-19 in Appendix A (pages 36-37).

Tables 11 and 12 contain data related to the changes in NCE scores for the three ranges: (a) No improvement in NCE scores (less than 0.5), (b) some improvement in NCE scores (0.5 to 2.9) and (c) substantial improvement in NCE scores (3.0 or more). The data indicate on Table 11 that of the 1508 public and nonpublic school pupils, 975 (64.7%) pupils made gains in NCE scores. This means that 64.7% of the pupils in the grade 2-8 evaluation sample for Reading/Oral Comprehension progressed at a rate that was greater than normal for them. More specifically, 882 (58.5%) made substantial improvement and 93 (6.2%) made some improvement in NCE scores, while 533 pupils (35.3%) of the evaluation sample made no improvement in NCE performance. Table 12 displays data for the evaluation sample by grade and by the three instructional levels.

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Table 13 presents the average NCE growth by instructional levels--primary, intermediate, and middle school. Of the 697 pupils at the primary level (grades 2-3) the average NCE change was 10.2 NCEs. Of the 425 pupils at the intermediate level, the average NCE change was 3.0 NCEs. Of the 386 pupils at the middle school level the average NCE change was 1.5.

Again, it is interesting to reiterate the results from the Pupil Data Sheets regarding teacher ratings of the individual progress of pupils served in the program as they exited the program. The percents of pupils rated in the highest of three subjective progress categories were as follow: primary level 26.4%, intermediate level 26.0%, and middle school level 21.3%. The three progress categories included the following descriptors: Much, Some, and None.

Retainee/Course Failure Information

Information was collected on pupils who were enrolled in the Chapter 1 Reading Program at the end of the year to determine the number and percent of pupils who were promoted or retained in grades 1-5 and of pupils in grades 6-8 who passed or failed their reading courses. Table 14 shows the results. Of the 1545 pupils in the treatment group, 1519 (91.9%) were promoted to the next grade or passed their reading courses. The averages for the primary level for both public and nonpublic pupils were above 93 percent. For the intermediate level, the averages were above 91 percent. The public middle school level had an average over 84 percent, while the nonpublic middle school had an average of 100 percent. It should be noted that there were only 16 pupils in the

Table 11

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Change Categories for The Public and Nonpublic School Chapter 1 Reading Program in Reading/Oral Comprehension Performance Reported by Grade Level
1990-91

Grade	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
2	325	95	29.2	14	4.3	216	66.5
3	372	71	19.1	22	5.9	279	75.0
4	218	93	42.7	17	7.8	108	49.5
5	207	87	42.0	15	7.2	105	50.7
6	157	92	58.6	10	6.4	55	35.0
7	180	61	33.9	13	7.2	106	58.9
8	49	34	69.4	2	4.1	13	26.5
Totals	1508	533	35.3	93	6.2	882	58.5

Table 12

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Change Categories for the Public and Nonpublic School Chapter 1 Reading Program in Reading/Oral Comprehension Performance Across Primary, Intermediate, and Middle School Levels
1990-91

School Level	Pupils in Sample	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		N	%	N	%	N	%
Primary							
Grades 1-3	697	166	23.8	36	5.2	495	71.0
Intermediate							
Grades 4-5	425	180	42.4	32	7.5	213	50.1
Middle School							
Grades 6-8	386	187	48.4	25	6.5	174	45.1
Totals	1508	533	35.3	93	6.2	882	58.5

Table 13

Minimum, Maximum, and Average of the Pretest and Posttest Normal Curve Equivalents (NCEs) and Overall Average NCE Change for the Public and Nonpublic School Chapter 1 Reading Program in Reading/Oral Comprehension Performance Reported Across Primary, Intermediate, and Middle School Levels
1990-91

School Level	Pupils in Sample	Pretest			Posttest			Overall Average NCE Change
		Min.	Max.	Average NCE	Min.	Max.	Average NCE	
Primary								
Grades 2-3	697	1.0	81.1	25.6	1.0	78.2	35.8	10.2
Intermediate								
Grades 4-5	425	1.0	62.0	31.9	1.0	63.0	34.9	3.0
Middle Grade								
Grades 6-8	386	2.0	48.0	29.3	2.0	66.0	30.8	1.5
Grand Totals	1508	1.0	81.1	28.3	1.0	78.2	34.3	5.9

Table 14

Total Sample and Number and Percent of Public and Nonpublic School Pupils
Who Passed/Failed in Regard to Promotion to Next Grade (Grades 1-5)
or Reading/Language Course (Grades 6-8)
1990-91

Retainee/Course Failure for Desired Outcome 2

Levels and Grades	Public					Nonpublic					Total Group				
	Sample	Passed		Failed		Sample	Passed		Failed		Sample	Passed		Failed	
	N	n	%	n	%	N	n	%	n	%	N	n	%	n	%
Primary															
1						21	18	85.7	3	14.3	21	18	85.7	3	14.3
2	348	317	91.1	31	8.9	28	27	96.4	1	3.6	376	344	91.5	32	8.5
3	415	394	94.9	21	5.1	30	29	96.7	1	3.3	445	423	95.1	22	4.9
Primary Subtotals	763	711	93.2	52	6.8	79	74	93.7	5	6.3	842	785	93.2	57	6.8
Intermediate															
4	192	181	94.3	11	5.7	10	9	90.0	1	10.0	202	190	94.1	12	5.9
5	191	190	99.5	1	0.5	2	2	100.0	0	0.0	193	192	99.5	1	0.5
Intermediate Subtotals	383	371	96.9	12	3.1	12	11	91.7	1	8.3	395	382	96.7	13	3.3
Middle School															
6	174	146	83.9	28	16.1	8	8	100.0	0	0.0	182	154	84.6	28	15.4
7	173	146	84.4	27	15.6	8	8	100.0	0	0.0	181	154	85.1	27	14.9
8	52	44	84.6	8	15.4						52	44	84.6	8	15.4
Middle School Subtotals	399	336	84.2	63	15.8	16	16	100.0	0	0.0	415	352	84.8	63	15.2
Totals	1545	1418	91.8	127	8.2	107	101	94.4	6	5.6	1652	1519	91.9	133	8.1

nonpublic middle school portion of the treatment group. The criterion for measuring Desired Outcome 2 was 50 percent of the pupils in the treatment group would be promoted to the next grade or pass their reading courses.

The criterion for Desired Outcome 2 was met in every project at every grade level in the program. In the public school projects, information was obtained from the district computer files. In the nonpublic school project, a locally developed instrument, NP Retain/Fail Data Collection Printout was used to collect the data.

Parent Involvement Information

The Pupil Data Sheet (Appendix B, page 41) was used to collect data from teachers at the end of the year concerning program activities involving parents of program children. The results are presented in Table 15. Individual Conferences accounted for more parent involvement (3412 parents) than any other activity. A total of 2302.15 teacher hours of contact were recorded for Individual Conferences. Yearly totals for the other activities follow: group meeting with parents (931 parents involved in 1201.53 teacher hours); parent classroom visits (637 parents involved in 456.97 teacher hours); planning, (372 parents involved in 258.54 teacher hours); and visits to parent homes by teacher (49 visits in 30.74 teacher hours of involvement). The total hours of teacher contact for all five types of parent activity was 4249.93. Since a parent could have involvement in more than one activity, an unduplicated count of parents was obtained from program teachers at the end of the year using the Pupil Data Sheet. This count indicated that a total of 3903 parents of program pupils were involved in one or more program involvement activities during the school year.

Desired Outcome 3 stated that parents of 75 percent of pupils who attended the program 80 percent of the instructional period or were Discontinued would participate in designated Chapter 1 Reading Program activities. Desired Outcome 3 was attained with parents of 1512 (90.8%) of the 1665 pupils in the treatment group participating in the desired activities. Percent of attainment in specific grades ranged from 85.2% in grade 8 to 100.0% in grade 1.

Inservice Evaluation Information

The General Inservice Evaluation Form was completed by program teachers for the 13 inservice sessions which occurred from August 1990 through April 1991. A modified version of this instrument was used in the initial orientation meetings. Both versions of the instrument are found in Appendix B, pages 43-45. Participants were asked after each session to rate four statements about the inservice on a scale of (1) to (5):

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Generally, workshop participants rated Chapter 1 inservice meetings positively. Overall ratings by participants are summarized in Table 16.

Open-ended questions on the General Inservice Evaluation Form asked participants to comment about the most valuable parts of the meetings, the least valuable parts of the meetings, and about information they would like to

Table 15

Number of Parents and Total Number of Teacher Hours Reported for Parent Involvement Activities for the Year for the Public and Nonpublic Schools in the Chapter 1 Reading Program 1990-91

Activities	Number of Parents	Teacher Hours
1. Parents involved in the planning for the unit	372	258.54
2. Group Meetings for parents	931	1201.53
3. Individual Parent conferences	3412	2302.15
4. Parental classroom visits or field trips	637	456.97
5. Visits by teacher to parents' homes	49	30.74
Total Teacher Hours	--	4249.93

Table 16

Number Responding, Average Response, and Percent of Response on Rating Scale Items on the General Inservice Evaluation Form for Public and Nonpublic School Teachers in the Chapter 1 Reading Program 1990-91

Items	Number Responding	Average Response	Percent				
			Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1. I think this was a very worthwhile meeting.	525	4.6	66.1	29.5	2.7	1.5	0.2
2. The information presented in the meeting will assist me in my program.	527	4.6	68.5	27.1	3.2	0.9	0.2
3. There was time to ask questions pertaining to the presentation.	525	4.5	61.9	29.3	3.0	4.4	1.3
4. Questions were answered adequately.	523	4.4	59.1	30.0	6.1	3.4	

have covered in future meetings. Only those open-ended comments which were made by five or more participants (across all meetings) will be summarized here. However, the evaluation reports on individual sessions have been forwarded to Federal and State Programs and are available on request from the Department of Program Evaluation.

In regard to the most valuable parts of the inservice meetings, the following comments were notable: everything and/or all, handouts, ideas and lesson plans, materials, receiving explanation about program, presenter and/or presentation, question and answer period, and class observations.

Comments made by five or more respondents to the question about the least valuable parts of the meetings follow: food--didn't like having (comments made at the after-school meetings) and need more time. The orientation meetings brought out the following comments: overwhelmed/confused and too much.

For the question asking for suggestions for future meetings, the following comments were made by five or more respondents: need activities for gifted and talented, strategies needed for writing/reading/language arts, and need information about intermediate strategies. This last comment about needing more help with intermediate strategies came up many times.

Process Evaluation Information

The primary purpose of Chapter 1 process evaluation this year was to monitor the use of two new instruments to record pupil program service, pupil census, and parent involvement. Stage one of the ongoing process evaluation was accomplished by having all program teachers submit a random sample of their Calendar Worksheets and Parent Involvement Logs for review in November 1990. The sampling procedure consisted of program teachers alphabetizing the records of each of their reading groups, selecting every third record, and submitting the records to their project evaluation specialist for review. Teachers were reminded to follow the specific instructions, which had been provided, for maintaining accurate records.

No formal, locally constructed, process evaluation instruments were used to measure the implementation of the procedures for recording data. However, each evaluation specialist devised procedures (checklists, highlights of problem areas, abbreviations, anecdotal notes, etc.) for monitoring accuracy of the data submitted by program teachers. After each teacher's records were reviewed, teachers were scheduled as needed for telephone conferences to discuss the findings of the review. To prepare for the telephone conferences, teachers were asked to bring all, not just their random samples, of their records to the phone. During these telephone conferences, any problems were discussed and ameliorated.

In March 1991, stage two of the ongoing process evaluation was completed. A sample of program teachers was selected to have all of their Calendar Worksheets and Parent Involvement Logs checked by their evaluation specialist. The sampling procedure was designed to include: as many new teachers (those who were not present for the Opening Orientation meeting) as possible, teachers referred by the program coordinator, those selected by the evaluation specialist for a more careful review than was done in November, and a group whose records indicated few problems in November.

Elementary-Reading Consulting Teachers. Because eight inservice sessions were scheduled for the Elementary-Reading teachers during this time period, visitations at the sites to view records were not feasible. Therefore, program teachers were asked to bring their records with them when they attended these meetings. Checking the records during the inservice meetings permitted a greater percentage of records to be reviewed than would school visitations. The Calendar Worksheets and the Parent Involvement Logs were checked for accuracy before and during the meetings. The results were discussed with each teacher. Of the 95 (unduplicated count) public elementary Chapter 1 and general fund teachers in the Chapter 1 Reading Program, 26 teachers (27.4%) were involved in process evaluation in March, 1991.

Middle-Reading Consulting Teachers. On-site visitations were made at the middle school level. These visitations were scheduled so as to cause as little interruption as possible to the teacher's instructional schedule. The evaluator checked the Calendar Worksheets and the Parent Involvement Logs for accuracy and then conferred with the teacher. When any problems were encountered, these were immediately discussed with the teacher. Visitations were made to 21 (55.3%) of the 38 Middle-Reading Consulting Teachers.

Nonpublic Project (Grades 1-8). The Nonpublic Project teachers submitted their Calendar Worksheets and Parent Involvement Logs for review to the Department of Program Evaluation on a set schedule. Thus, records were scanned for major problems and teachers were consulted by telephone whenever changes to records were needed.

Summary

A total of 4730 pupils was served by the Chapter 1 Reading Program during the 1990-91 school year. Average daily membership in the overall program was 3666.9. The average days scheduled (enrolled) per pupil was 89.5, and the average days served (attended) per pupil was 75.2. Within the Chapter 1 Reading Program were three projects: public elementary (grades 2-5), public middle (grades 6-8), and nonpublic (grades 1-8). The program was staffed with 137 teachers serving 109 public schools, and 7 nonpublic Chapter 1 eligible schools in 145 program units. Of the 4730 pupils served, 3281 pupils were served by 95 teachers in the elementary public school project, 1298 pupils were served by 36 teachers in the public middle school project, and 151 pupils were served by 6 teachers in the nonpublic school project.

Pretest/posttest analyses included two evaluation samples. Norm-referenced test results for Total Reading were reported for grades 1-8 as required in Desired Outcome 1. In addition, federal guidelines required that aggregate test data be reported for grades 2 and above for both Total Reading and Reading Comprehension for individual buildings. Consequently, Reading Comprehension test data were also reported. Program pupils were included in either or both of the samples. Both evaluation samples were comprised of pupils who met their project attendance criteria, were English speaking, and had a Total Reading and/or a Reading/Oral Comprehension pretest and posttest score. Some pupils might have met the criteria for only one evaluation sample.

In regard to aggregate test results to meet federal guidelines, aggregate achievement scores for individual buildings were reported to the State of Ohio Department of Education, Division of Federal Assistance, and are available upon

request. For purposes of this report, only the grade and total program NCE scores were reported. The overall average NCE change for the program was 5.3 in Total Reading and 5.9 in Reading/Oral Comprehension.

The program had three Desired Outcomes. Findings for these Desired Outcomes are summarized in Table 17.

The criterion for performance for Desired Outcome 1 was that at least 50% of the pupils in the sample would gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in Total Reading. Table 17 gives summary data for pupils in the evaluation sample, with the percent of pupils meeting the criterion for Desired Outcome 1. The NCE score improvement categories for Total Reading show that of the 1612 pupils in the evaluation sample, 964 pupils (59.8%) met the criterion for Total Reading. Inspection of Table 17 shows that the grade 1, 6, and 8 portion of the sample did not meet the criterion for Desired Outcome 1.

Desired Outcome 2 stated that after meeting a certain enrollment and/or attendance criterion 50 percent of pupils in the treatment group would demonstrate satisfactory progress in the regular classroom by promotion to the next grade (grades 1-5) or by passing the course in which reading instruction occurs (grades 6-8). The criterion was met in every project at every level with 1519 pupils (91.9%) of the 1652 pupils in the treatment group either being promoted or passing their courses. For results by grade see Table 17.

Positive ratings were given by teachers to Chapter 1 inservice sessions in which they participated with 67.3% noting that inservice meetings were worthwhile and the information would assist them and their programs.

Desired Outcome 3 stated that parents of at least 75 percent of pupils in the treatment group would participate in designated Chapter 1 Reading Program activities. Teachers reported contact with parents and teacher hours spent for specified activities. They reported a total of 3903 parents of program pupils involved in one or more activities involving 4249.93 teacher hours. Desired Outcome 3 was attained with parents of 1512 (90.8%) of the 1665 pupils in the treatment group participating in the desired activities. See Table 17 for specific percentages per grade.

Process evaluation was conducted to monitor the record-keeping procedures of teachers. Telephone conferences, on-site visitations, and inspections of records during inservice meetings were instrumental in assuring accuracy.

Recommendations

The 1990-91 Chapter 1 Reading Program was a new program implemented after last year's Compensatory Language Experience and Reading (CLEAR) program was restructured. The following recommendations are made to strengthen this new program:

1. Of the 4730 pupils served in the program, only 1612 (34.1%) were included in the evaluation sample for Desired Outcome 1 for Total Reading performance. Reasons for the small sample size should be determined and ameliorated if possible.

Table 17

Summary of Total Number of Pupils in Evaluation Samples and Number and Percent of Samples Meeting Criteria for Desired Outcomes for the Public and Nonpublic School Chapter 1 Reading Program 1990-91

	Desired Outcome 1			Desired Outcome 2						Desired Outcome 3		
	Total Reading			Promotion to Next Grade (Elementary)			Pass Reading Course (Middle School)			Parent Involvement		
	Sample	Outcome Achieved[a]		Sample	Outcome Achieved[b]		Sample	Outcome Achieved[c]		Sample	Outcome Achieved[d]	
Grade	N	n	%	N	n	%	N	n	%	N	n	%
1	18	7	38.9	21	18	85.7	NA[e]	NA	NA	21	21	100.0
2	320	195	60.9	376	344	91.5	NA	NA	NA	378	353	93.4
3	459	323	70.4	445	423	95.1	NA	NA	NA	447	407	91.1
4	216	129	59.7	202	190	94.1	NA	NA	NA	203	184	90.6
5	207	115	55.6	193	192	99.5	NA	NA	NA	196	174	88.8
6	157	67	42.7	NA[e]	NA	NA	182	154	84.6	183	167	91.3
7	180	108	60.0	NA	NA	NA	181	154	85.1	183	160	87.4
8	55	20	36.4	NA	NA	NA	52	44	84.6	54	46	85.2
Total	1612	964	59.8	1237	1167	94.3	415	352	84.8	1665	1512	90.8

[a]The desired outcome for basic skills (Total Reading) was for at least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points. [b]The desired outcome for elementary pupils was that at least 50% of the pupils in the treatment group would be promoted to the next grade. [c]The desired outcome for middle school pupils was that at least 50% of the pupils in the treatment group would pass the course in which Reading instruction occurred. [d]The desired outcome for Parent Involvement was that the Parents of at least 75% of program pupils would participate in one or more of the following activities: visiting the classroom, volunteering in the classroom, assisting with homework, reading or being read to by their children, or attending parent-teacher conferences. [e]NA = Not Applicable

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2. Federal and State Program personnel should continue to provide supervision through inservice and school visitations to maintain the feeling among program teachers of having a strong support system.

3. With the proposal to cut the general fund time from 20 percent to 10 percent for the 1991-92 school year, administrators and staff should develop a plan to insure that joint planning with program teachers is possible. Teacher schedules and locations in a building have sometimes acted as constraints to more frequent and formal joint planning.

4. Program teachers need guidance about how to Discontinue a pupil. Many teachers used the word withdrawn as a synonymous term for Discontinued. Discontinued as defined by Federal and State Programs had a specialized meaning which meant essentially that the pupil was at mastery level and no longer needed the program to function in the regular classroom. The definitions of these two words need to be clarified to make sure teachers understand the difference.

5. Process evaluation should be initiated earlier in the school year to assure accuracy in record-keeping and compliance with program guidelines.

References

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Appendix A

Additional Tables

Table 18

Minimum, Maximum, Median, and Standard Deviation of the Pretest and Posttest Percentiles for the Public and Nonpublic School Chapter 1 Reading Program in Total Reading Performance Reported by Grade Level 1990-91

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
1	18	2.0	68.0	14.0	19.4	1.0	82.0	16.5	22.2
2	320	1.0	99.0	9.0	14.6	1.0	90.0	15.0	17.4
3	459	1.0	69.0	13.0	11.4	1.0	80.0	23.0	15.2
4	216	1.0	72.0	17.0	10.5	1.0	80.0	23.0	13.7
5	207	1.0	43.0	18.0	9.2	1.0	81.0	22.0	14.3
6	157	1.0	37.0	17.0	7.9	1.0	55.0	17.0	10.2
7	180	1.0	34.0	18.0	7.9	2.0	74.0	24.0	13.1
8	55	1.0	30.0	15.0	7.7	1.0	43.0	15.0	11.0

Table 19

Minimum, Maximum, Median, and Standard Deviation of the Pretest and Posttest Percentiles for the Public and Nonpublic School Chapter 1 Reading Program in Reading/Oral Comprehension Performance Reported by Grade Level 1990-91

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
2	325	1.0	93.0	11.0	16.4	1.0	91.0	18.0	20.0
3	372	1.0	89.0	15.0	13.2	1.0	89.0	29.0	15.6
4	218	1.0	72.0	24.0	11.3	1.0	73.0	26.0	14.2
5	207	1.0	56.0	22.0	11.4	3.0	71.0	24.0	13.7
6	157	3.0	46.0	20.0	8.6	1.0	77.0	17.0	11.4
7	180	1.0	37.0	17.0	7.4	4.0	71 0	23.0	14.6
8	49	3.0	40.0	16.0	10.3	1.0	44.0	11.0	11.0

Appendix B

Instruments

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *
1990-91

Student's Name _____

Student's Birthdate _ _ _ _ _ _
M M D D Y Y

Student Number _ _ _ _ _ _ _

Race Code _____ (1-5)

Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Teacher Name _____

Program Code _ _ _ _ _

School _____

School Code _ _ _

1990-91	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Aug. 27 - Sept. 21	M	M	29	30	31	H	4	5	6	7	10	11	12	13	14	17	18	19	20	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Sept. 24 - Oct. 19	24	25	26	27	28	1	2	3	4	5	8	9	10	11	12	15	16	17	18	COTA
																				0
Oct. 22 - Nov. 16	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	PC
																				0
Nov. 19 - Dec. 14	19	20	21	H	N	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14
				0	0															
Dec. 17 - Jan. 18	17	18	19	N	N	N	N	N	3	4	7	8	9	10	11	14	15	16	17	18
				0	0	0	0	0												
Jan. 21 - Feb. 15	H	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC
	0																			0
Feb. 18 - Mar. 15	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15
Mar. 18 - Apr. 12	18	19	20	21	22	25	26	27	28	N	N	N	N	N	N	8	9	10	11	12
										0	0	0	0	0	0					
Apr. 15 - May 10	15	16	17	18	19	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10
																0	0	0	0	0
May 13 - June 7	13	14	15	16	17	20	21	22	23	24	H	28	29	30	31	3	4	5	6	R
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

OFFICIAL FIRST DAY OF ENROLLMENT FOR SPECIFIC PROGRAMS:

Consulting Teacher Programs Sept. 17th
Early Literacy 2 Sept. 17th
Non-Public 2-8 Sept. 17th
N or D 2-12 Sept. 17th
Early Literacy 1 Sept. 24th
Non-Public 1 Sept. 24th
N or D 1 Sept. 24th
Instructional Assistant 1 Sept. 24th
Instructional Assistant K Oct. 1st
All Day Kindergarten Oct. 1st
Full Day Kindergarten Oct. 1st

RACE CODES
1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES
0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

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BEST COPY AVAILABLE

INSTRUCTIONS: PUT THE LETTER X ON THE LINE TO THE LEFT OF THE NAME OF ANY PUPIL YOU SERVED ANY TIME THIS YEAR IN THIS PROGRAM. ADD PUPILS AS NECESSARY.

COLUMBUS PUBLIC SCHOOLS
COMPENSATORY EDUCATION PROGRAM

PUPIL ROSTER 1990-91
SORTED BY NAME WITHIN GRADE

PREPARED BY
OFFICE OF MANAGEMENT SERVICES
DEPT OF PROGRAM EVALUATION
SHEET ID 1

PGM	SCHOOL	TEACHER	SERVED (X)	LAST	FIRST	MI	STUDENT NUMBER	GR	BIRTH DATE	RACE	SEX
91004	308	[redacted]	_	[redacted]	TIVONA	L	802519	02	121782	3	F
			_	[redacted]	ISAIAH	W	803905	02	011683	2	M
			_	[redacted]	ADRIENNE	L	781202	02	102482	2	F
			_	[redacted]	TONI	M	811975	02	091083	1	F
			_	[redacted]	DONALD	T	782324	02	110182	2	M
			_	[redacted]	PAULA	G	801247	02	041883	2	F
			_	[redacted]	SHAUNITA	F	802869	02	090583	2	F
			_	[redacted]	AUSTIN	D	802893	02	011083	2	M
			_	[redacted]	JOSEPH JR	L	780066	02	020783	2	M
			_	[redacted]	CARLOS	D	781767	02	111182	2	M
			_	[redacted]	KEARA	J	782325	02	100482	2	F
			_	[redacted]	SHEREE	R	895639	02	012583	2	F
			_	[redacted]	JEANNE	E	782328	02	051383	1	F
			_	[redacted]	JOHNNIE		773782	02	072282	2	M
			_	[redacted]	BRANDEN	K	803490	02	080983	2	M
			_	[redacted]	JASON	K	782329	02	062583	1	M
			_	[redacted]	AMANDA	J	780617	02	121182	1	F
			_	[redacted]	CHRISTOPHER	G	811925	02	012283	1	M
			_	[redacted]	JAMES	M	811538	02	102682	2	M
			_	[redacted]	MICHELLE	A	782330	02	110782	1	F
			_	[redacted]	ROBERT	E	802514	02	062883	1	M
			_	[redacted]	KEVIN	R	800175	02	110482	2	M
			_	[redacted]	BRANDON	L	802876	02	032483	2	M
			_	[redacted]	ANDRE	D	773617	02	081182	2	M
			_	[redacted]	ASIA	M	782334	02	101482	2	F
			_	[redacted]	CHRISTINE	M	894046	02	052383	1	F
			_	[redacted]	RICHARD	A	782335	02	090683	1	M
			_	[redacted]	JASON	R	803822	02	091982	1	M
			_	[redacted]	TYRA	K	780338	02	072383	2	F
			_	[redacted]	DEVONA	M	802870	02	020883	2	F
			_	[redacted]	CHARLES	A	801853	02	102082	1	M
			_	[redacted]	ARIEL	V	782338	02	100782	1	F
			_	[redacted]	ANTHONY	L	812635	02	042683	2	M
			_	[redacted]	STEVEN	R	782337	02	111382	2	M
			_	[redacted]	ANTHONY	M	771964	02	050882	2	M
			_	[redacted]	DARIO	A	813810	02	031983	2	M
			_	[redacted]	CHANDARA		780155	02	080883	4	F
			_	[redacted]	SOKNIRORN		780460	02	062483	4	M
			_	[redacted]	JERMAINE	T	800659	02	030283	2	M
			_	[redacted]	KAREEM	M	802511	02	122282	1	M
			_	[redacted]	ROBERT	M	802680	02	082683	2	M
			_	[redacted]	JENNIFER	N	803508	02	080883	1	F
			_	[redacted]	RANDALL	L	782344	02	073183	1	M
			_	[redacted]	YALONDA	M	776450	02	122981	2	F
			_	[redacted]	MIRANDA	S	780200	02	060183	1	F
			_	[redacted]	MEMORY	A	802567	02	030683	2	F
			_	[redacted]	DOUGLAS	C	803935	02	033183	2	M
			_	[redacted]	ROBERT	D	802512	02	041483	2	M
			_	[redacted]	DANIELLE	N	780992	02	041183	2	F

62

SCHOOL CODE 308 PROGRAM CODE 91004 SSN 183641940
ARLINGTON PARK ES READING ELEM CH 1 JANE DOE

1. STUDENT NAME BAKER ISAIAH W

2. STUDENT NO. 803905 GRADE 02 BIRTHDATE 01 16 83

3. IS THIS PUPIL ENGLISH SPEAKING? NO (YES)

4. PUPIL PROGRESS: NONE SOME (MUCH)

5. HOURS PER WEEK OF INSTRUCTION 038

6. PUPIL WAS DISCONTINUED (NO) YES

Sample

Sample

7. PARENT HELPED WITH HOMEWORK NO (YES)

8. PARENT READS TO CHILD OR CHILD READS TO PARENT NO (YES)

91001
91002
91007
91060
91104

91007
91017
91060

91007
91017
91060

FOR QUESTIONS 6-8, CIRCLE NO, YES, OR YOUR PROGRAM CODE IF IT IS LISTED. (SEE PROGRAM CODE AT TOP OF FORM.)

FOR NUMBERS 9-13, FILL IN THE NUMBER OF PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND CUMULATIVE HOURS OF CONTACT.

		NO. OF PARENTS	NO. OF HOURS
9.	PLANNING	2	009.0
10.	GROUP MEETINGS	2	010.0
11.	INDIVIDUAL CONFERENCES	2	002.3
12.	CLASSROOM VISITS	2	005.0
13.	HOME VISITS	1	002.0

	THRU 03-28-91	FROM 04-08-91 THRU 05-03-91
14. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS)	096	016
15. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS)	096	014

Sample

ESEA - Chapter 1
Parent Involvement Log
1990-91

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0	Entered on Computer MMDDYY
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

GENERAL INSERVICE EVALUATION FORM
1990-91

Inservice Topic: _____

Presenter(s): _____

Date: ____/____/____ (e.g., 03/05/91)
MM DD YY

Session (Check only one): _____ all day _____a.m. _____ p.m. _____ after school

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK
ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Non-Public (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) DPPF HSCA
(14) DPPF Early Literacy (2)
General Fund Programs:
(15) General Fund HSCA
(16) Early Literacy (GF)
(17) Reading-Elementary (GF)
(18) Mathematics-Elementary (GF)
(19) Reading-Middle School (GF)
Other (Specify)
(20) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile meeting.	5	4	3	2	1
2. The information presented in this meeting will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentation.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. Please list any additional information or topics you would like to see covered in future meetings. a) _____

b) _____

c) _____

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ESEA CHAPTER 1, CHAPTER 2, AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1990-91 ORIENTATION

Date of Orientation Meeting_____A.M.__ P.M.__

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Non-Public (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) DPPF HSCA
(14) DPPF Early Literacy (2)

General Fund Program:
(15) General Fund HSCA

Other (Specify)
(16) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

****
*
* Please turn over for questions 6-9 *
*
****

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

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